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ABSTRACT

To determine the status of humanities education in American public schools, the Council of Chief State School Officers (CCSSO) conducted a survey of State Education Agencies (SEAs) in 1982. Data gained through a questionnaire sent to each SEA concerned humanities policies in the areas of organizational structure, general educational goals, curriculum, testing, textbooks, graduation requirements, funding, and current educational developments. The following findings were indicated. While SEAs express strong support for humanities instruction, they pinpoint several problems in program implementation, chief among these being the need for a common definition of the field. Only 20 percent of the states possess a unit entitled "humanities," and less than half include humanities in their statements of educational goals. While 25 states have competency-based educational programs, only 8 of these include humanities. Less than 10 of the states having uniform graduation requirements demand any music, art, or foreign language coursework. The SEAs' assessments of the direction for furthering humanities instruction are summarized in six recommendations. Among these are the need for states to develop specific humanities education policies, establish a core of common learning to which the humanities are central, participate in national and regional meetings concerning humanities, and work with state humanities councils to develop elementary secondary education projects on the humanities. Appendices include the survey instrument. (LP)

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HUMANITIES AND STATE EDUCATION AGENCIES

POLICIES, PERSPECTIVES AND PROSPECTS

U.S. DEPARTMENT OF EDUCATION
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FOREWORD

BY WILLIAM F. PIERCE, EXECUTIVE DIRECTOR OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Discussions and debates are being conducted throughout the country over the effectiveness of American public education. In the last six months or so, education has been characterized as being in disarray and in need of reform. Specific proposals and recommendations on how such reform might best be realized have been vigorously supported. Educators, politicians, business and industrial leaders, and other interested citizens are evaluating the proposed reforms in light of the needs of their own states, locales and communities.

Emerging from this almost frenetic analysis of public education, ultimately comes the question, "What constitutes the most appropriate educational experiences for this nation's citizens?" Over thirty years ago, long before the current debate began to swirl around us, Mortimer Adler suggested that "The aim of education is wisdom, and each must have the chance to become as wise as he can."

We do not contend that this study represents the definitive work on how to assure wisdom. We *do* contend, however, that wisdom cannot be attained without all students being exposed to the humanities.

As the concerns over excellence, discipline and "back to basics" are manifested by proposed increases in graduation requirements, we feel strongly that balance in the educational experiences must be maintained. Consequently, the timing of this report could not be more fortunate. We hope that the report will remind those who are struggling to reform their schools, that the humanities cannot, indeed must not, be either ignored or diminished if students are to be as educated, and therefore, as wise as possible.

PREFACE

BY HAROLD RAYNOLDS, JR., COMMISSIONER OF EDUCATION, STATE OF ALASKA

The role and duty of the chief state school officer in support of the teaching of the humanities in the public schools must begin with a conviction that the humanities are the cornerstone of education in a free and just society. If the chief's personal experience provides that conviction, then the steps are quick and certain. If not, then there must be a period of self-examination and, perhaps, study of some of the great works in literature, art, drama or music from which the unique nature of human experience is revealed. When a commitment to the humanities is made through the essential processes of experience and learning, it becomes possible to translate that personal commitment to a state department of education through example and knowledge.

Public statements and policy documents are important, but a priority must be established for the use of resources and personnel. Responsibility must be assigned and dollars allocated. The chief is in a unique position to suggest specific programs and it is essential that he or she encourage such programs.

Some suggestions are:

1. Offer incentive grants to stimulate local projects.
2. Propose the use of texts and materials that are the heart of the humanities: the works of Jefferson, Shakespeare, Daumier, Durer, Rembrandt, da Vinci, Beethoven, Mozart or regional works such as the art representing the spirit world of the Eskimo people.
3. Develop summer institutes for teams of teachers representing different viewpoints and disciplines who wish to undertake a humanities teaching project, and utilize scholars, perhaps from the National Humanities Faculty, to lead the institute.
4. Develop summer institutes for juniors in high school on topics such as "Civilization on Trial," using humanities classics like the *Trial of Socrates*, the *Trial of Gallileo*, and Franz Kafka's *The Trial*, with students returning to their respective high schools for the senior year.

Possibilities for such projects abound, and if they are carried out with intellectual rigor and led by able scholars, enrichment of the curriculum is inevitable. The chief state school officer is responsible for the quality and quantity of technical

assistance provided to school districts in matters related to school curriculum. Acting in this role, the commissioner or state superintendent can influence or direct the infusion of the humanities throughout the curriculum. For example, the encouragement of writing consortia with money and effective leadership, based on such programs as the Bay Area Writing Project, will assure that one of the central activities of human existence, communication through writing, is developed in school programs. The Great Books and Junior Great Books programs are available for adoption through the encouragement of a state department of education. These programs will reach the full range of age and grade levels in the public schools and, through them, students will learn the meaning of what it is to be human by writing about their ideas and experiences and by reading about the experiences of others.

In addition, many states have textbook selection procedures. Whether such selection processes are in place or not, the departments of education can initiate and develop approaches to texts that succeed in making the great works of human history and experience available in all schools. Publishers can produce books containing primary source material and computers make such textbook construction easier. A statewide order for a book including the basic documents of American history, for example, would encourage such a production by publishers.

The study of languages is a key to understanding other cultures. The study of other cultures is a window on human behavior in other places and other times. The chief state school officer has a special responsibility to insure that language study in the public schools goes beyond mere translation. Instruction in languages must be based on the culture and civilization from which they spring.

Placing scholars in residence in schools provides living human resources for students. The Foxfire idea is a variation on that theme where skilled and experienced people from the community become a school resource. Such people interact with students and provide both human and historical perspectives on the community, the nation and the world.

The organization of the department of education itself can foster concern for humanities instruction. An organization that is built of discrete boxes will never serve well to infuse the activities of the department with the possibilities for learning and understanding inherent in the humanities. Departmental activities involving visiting speakers can open doors to consideration of the humanities and encourage consultants to be more aware of the possibilities.

Perhaps the most important of all is the development of a statement of goals for the humanities, approved by the state board of education and commissioner or superintendent. Clear expectations, understood by all, are essential to the achievement of better use and understanding of the humanities by the schools. It is an important challenge to the state board and the chief state school officer to find the ways to make the humanities an essential part of the learning experience in the public schools. The humanities are essential if students are to expand their vision beyond personal experience and test their assumptions and insights against the collective wisdom of the past in preparation for a complex future.

Such initiatives have a way of developing momentum. The chief state school officer, by judicious encouragement, can help to encourage that tendency. Teachers and administrators will take encouragement from the efforts of the chief. Communities and state organizations for the encouragement of the humanities are additional sources for people, materials and money to assist in the effort; but the essential ingredient, the first cause, is the conviction and commitment to the humanities that the chief state school officer brings to the task.

EXECUTIVE SUMMARY

The Council of Chief State School Officers (CCSSO), an organization of the commissioners and superintendents of education for the fifty states, the District of Columbia and six extrastate jurisdictions, has completed a survey of current state policies toward the humanities. The Council's project on the humanities, which began September 1, 1982, was funded by the National Endowment for the Humanities (NEH), with a supplementary award from The Rockefeller Foundation. CCSSO appointed a distinguished advisory committee for the project, chaired by the Commissioner of Education for the state of Alaska, and comprised of humanities scholars, directors of humanities organizations and institutions, and elementary and secondary educators. To carry out this survey of state policies, the Council distributed a questionnaire to each state education agency (SEA) posing questions about their humanities policies in the areas of: organizational structure of the agency, general educational goals, curriculum, testing, textbooks, graduation requirements, state funding provisions and current educational developments.

In addition to surveying state agencies concerning their current policies toward and assessment of humanities instruction, the Council developed issue papers, determined by advisory committee members, on the topics of: (1) the role of the chief state school officer in furthering the humanities; (2) the need for cooperation among elementary and secondary educators, and teacher organizations and learned societies in the humanities areas; and (3) particular difficulties facing humanities teachers, especially those teaching American history and classes in literature. The project is issuing, as well, a catalog of exemplary programs in the humanities supported, funded or originated by state education agencies.

Results from the project's survey reveal that state education agency personnel, while generally expressing strong support for instruction in the humanities, pinpoint a number of areas that need attention when furthering teaching in the area. First, state humanities specialists do not agree among themselves, nor do they perceive general agreement among educators, as to what constitutes the humanities. Many identify the humanities with the arts, believing them not easily differentiated. Others view the humanities as preparing students to be "humane," socially-responsible citizens. A minority see them as a discrete group of subjects including English, history and foreign languages. Consequently, respondents believe that public school educators, the National Endowment for the Humanities and humanities scholars should work together toward developing a common definition that can be applied easily to instruction at the elementary and secondary level. Second, respondents consider the policies and activities of chief state school officers crucial in furthering the humanities and suggest that chiefs give increased time and attention to the area and develop policies that would enable states to work more effectively with local districts. Third, state education agencies are structured so that humanities supervisors seldom meet as a group, nor are the humanities normally a separate unit within a high school or within the secondary curriculum. As a result of these organizational divisions, state personnel report difficulty in meeting with humanities teachers or administrators to discuss issues of common interest.

Survey findings confirm that only 20 percent of state education agencies possess a unit entitled "humanities" in their organizational structure. Although generally possessing no separate unit for the humanities, 93 percent of the states do employ specialists for one or more of the humanities fields. These specialists—in the fields of English, foreign languages, social studies, art and music—belong overwhelmingly to teacher organizations in their subjects, but very few (less than 15 percent) to professional societies such as the Modern Language Association or the American Historical Association.

Less than half of the states include the humanities in their statements of general educational goals. Larger numbers, 64 percent, provide curricular guidelines and supplementary materials in humanities subject areas. States, in responding to a request from CCSSO, forwarded examples of humanities guidelines and materials. These documents demonstrate the range of subjects included in the humanities by the states, for example, art, environmental education and the teaching of musical instruments.

Most states, when discussing their stipulation of skills, noted these were primarily basic skills rather than abilities tied to humanities subjects. As a part of the emphasis on skills, half of the states adopted competency-based educational programs during the 1970s, but only eight states included the humanities in their program.

States administer a wide range of examinations and, since 1970, these tests have focused more on basic skills and less on achievement in individual subjects. Twenty-seven states have adopted statewide textbook adoption policies, but these policies are usually quite general and not specifically directed to humanities textbooks. Among the states having statewide graduation require-

ments, forty-two require English for graduation; twenty-five, social studies; two, foreign languages; six require art, and one state requires music.

The final section of the questionnaire asked state humanities contacts to express opinions on the relationship between the humanities and current educational trends. In this section, a majority of SEA personnel state they believe that "back to basics" is a trend harmful to humanities instruction. Respondents see the growth of gifted and talented programs as the educational trend most favoring the humanities. The majority, however, do not see the growing use of computers, or increase in vocational education as harmful; rather they see these trends as either neutral or, in about a quarter of the responses, positive to humanities teaching. Their assessments of the proper direction to further humanities instruction are generally summarized in the recommendations that follow.

Recommendations of the project's advisory committee include the following:

1. That each state develop a specific set of policies to further humanities instruction.
2. That each state encourage the establishment of a core of common learning to which the humanities are central.
3. That the Council of Chief State School Officers hold a national meeting of their membership on the humanities.
4. That the Council of Chief State School Officers conduct six regional conferences on the humanities for SEA instructional personnel.
5. That the National Endowment for the Humanities continue its enhanced commitment to elementary and secondary instruction, and that NEH and humanities scholars consider the needs of the public schools when formulating policies or pursuing scholarship.
6. That state education agencies work closely with their state humanities councils to foster cooperation on projects involving elementary and secondary education.

INTRODUCTION

What are the current policies of state education agencies toward humanities instruction? In the Fall of 1982 the Council of Chief State School Officers initiated a study—"The Humanities and the State Education Agencies: Policies, Perspectives and Prospects"—designed to answer this question. Sharing the concern of the Rockefeller Commission on the Humanities about the state of the humanities in American culture, the Council hoped to build upon the recommendations expressed in the Commission's report, *The Humanities in American Life*. In order to obtain baseline data about state education agency policy toward the humanities, the Council's project staff developed and disseminated a questionnaire to the fifty states, the District of Columbia and six extra-state jurisdictions. The results of this survey of current state policies support the judgements of The Rockefeller Commission recommendations.

The Commission made ten recommendations on "Humanities in the Schools." Two focused on state education agencies. The first called for states to "establish funding policies and other guidelines enabling schools to provide all students with a general education that includes significant attention to the humanities." State education agency officials were urged to "enlist the best teachers available to help them defend the immeasurable educational value of the questions, methods, and fields of the humanities." State policy makers were cautioned not to "short-change educational goals that resist quantification." The second recommendation advocated a "solid liberal education that includes the humanities" as the basis for teacher certification requirements.

The Commission also recommended "that learned societies take a more active interest in the education and professional development of high school teachers in the humanities." In its work the Council's project has emphasized a more general approach, seeking out such groups as the American Council of Learned Societies, the American Historical Association, the National Council for the Social Studies and the National Council of Teachers of English to encourage them to formulate mutually-beneficial policies and inform each of the other's interests and efforts. Project staff and the advisory committee have proposed a meeting of the executive directors and presidents of such organizations in order to encourage such contacts.

In response to another Commission recommendation that "school districts should maintain an active file of exemplary programs and possible sources of support," the Council has prepared a catalog of exemplary humanities programs which were initiated, funded or encouraged by state education agencies.

HISTORICAL BACKGROUND

Traditionally the humanities have been tied to the understanding of a common core of literary, historical, cultural and philosophical works. In American high schools during the nineteenth century, this core curriculum was still closely tied to the classics, so that Latin and Greek and the study of works by the ancients formed the base for humanities instruction. Works by modern European and American authors gradually displaced the classics in the curriculum.

Myriad educational, social and political influences led to changes. The Progressive movement brought general social and political change at the turn of the century. Progressivism led to an alteration in values more than to fundamental structural change in American society, but these changing values were crucial to education. A belief that the needs and experiences of all Americans—especially the newly arrived immigrant population—should form the basis for organizing social and political institutions became an important goal of Progressive leaders. For education, whose most effective and influential spokesperson was John Dewey, Progressivism meant movement away from a classical and, to a lesser degree, Anglo-Saxon curriculum. A new curriculum was suggested, one that would address the needs and incorporate the experiences of Eastern and Southern European immigrants who read little by or about their ancestors in traditional courses. An education that might prove useful and relevant to both immigrant and working class groups needed to be devised—one not so closely allied to a college preparatory program for those few, largely native-born whites, who would extend their schooling beyond the primary or secondary level. Such an education called for, and resulted in, a dramatic increase in the numbers of Americans attending high school—from about one-tenth of the population near the end of the nineteenth century to more than half by the 1920s.

These changes in the makeup of the high school population and the subjects taught had profound effect on the core of humanities courses. English and American literature continued to dominate in the required readings for English courses; Western civilization and American history, emphasizing the accomplishments and insights of our culture, comprised the heart of history courses taught in the public schools. Yet the shift to modern authors and recent history moved the schools a great distance from the classical curriculum of the nineteenth century and from a focus on the needs of a small number of the nation's children.

This new humanities curriculum, in combination with training in science and math and the addition of vocational education designed to meet the needs of students not attending college, formed the basis for secondary curricula until the 1960s and 1970s. At that time a new wave of criticism contended that education had become irrelevant for large numbers of students, especially Blacks, women and all those whose cultures did not fit so easily within the western-American civilization model. Arguments against a curriculum developed primarily for the benefit

District of Columbia students at the Library of Congress circa 1890. Library of Congress collections. Frances Benjamin Johnston, photographer.

District of Columbia students in a humanities classroom, circa 1899. Library of Congress . Frances Benjamin Johnston, photographer.

of whites or males echoed those earlier twentieth-century arguments about the irrelevancy of the curriculum for immigrants. Further, the push for global education—a non-ethnocentric world history that respected Eastern and third world cultures—came from a concern similar to that of the Progressives who had charged that the cultural background of immigrant children had been slighted in the schools. Once again changes were made in textbooks, curricular materials and the classroom to respond to these criticisms.

During the late 1970s and early 1980s, a number of individuals, many of them representing the traditional disciplines in the humanities, objected to this most recent curriculum reform. They suggested that the questions raised by major Western writers and thinkers were relevant for the lives of all children, and that the dilution of course content and the proliferation of electives meant that children left school without a common core of knowledge. There was a strong view that not all learning is created equal, that some authors and some readings have more important ideas to express, ideas which challenge a student's mind and imagination. They contended it was not the goal of education to reiterate what students already know from their environment, nor to make them feel comfortable, but to provide students with challenging materials to encourage independent thought and contemplation of the fundamental issues of life: truth, love, beauty, justice and death. Certainly in educational goals, and to a lesser degree in subject matter, these views conform to those prevalent in the pre-Progressive reform period.

Current humanities instruction in the public schools reflects these differing views. For example, social studies specialists often view global education and the expanded vision gained by moving social studies instruction beyond the confines of Western and American civilization as improvments to traditional history courses because they provide students with a more sophisticated, comparative and self-critical view of their own culture. Some teachers of English praise the expansion beyond the set "canon" of permissible literature in their courses, while others feel it results in students reading poorer quality works.

The changing meaning of the humanities has contributed to the differing views held by humanities area specialists concerning these issues. The movement away from a classical education for a small minority to a view of the humanities as simply the teaching of history, literature, foreign languages, art and music appreciation, and sometimes philosophy, has fostered two images in the minds of public school personnel. State personnel most often connect the humanities with some type of interdisciplinary instruction. Few respondents to the Council's survey, either through materials submitted or through telephone interviews, identify the humanities with a set of individual subjects taught at the secondary level. They also identify the humanities with experimental efforts such as team teaching involving individuals from a number of disciplines (usually English, history, art and music), or different pedagogical approaches, using the seminar or small group approach. Many believe that the public views the humanities as elitist and not central to the public school curriculum. Respondents consider these views develop from little practical application of the humanities and a misperception that the humanities deal not with serious subjects, but with frills that only the wealthy have the time and occasion to use.

HUMANITIES PROJECT QUESTIONNAIRE

In December of 1982 the Council of Chief State School Officers mailed a six page questionnaire on the humanities to the state education agencies in the fifty states, the District of Columbia and six extrastate jurisdictions. The chief state school officer for each state and jurisdiction designated a humanities contact person who, with the assistance of other SEA personnel, completed the questionnaire. CCSSO received completed questionnaires from virtually all the SEAs; only one extrastate jurisdiction did not return a questionnaire—a response rate of 98 percent. In addition project staff conducted follow-up telephone interviews with the humanities contact persons, excluding the extrastate jurisdictions.

The questionnaire was organized around the following topics: structure of state education agencies, general educational goals, curriculum, testing, graduation requirements, SEA funding provisions and the relationship of current educational developments to the humanities. This report will be structured around these general divisions and provide both a summary of the quantitative responses and substantative comments offered by humanities contact persons or other humanities specialists in the state education agencies. The questionnaire has been reprinted as an appendix to this report.

STRUCTURE OF STATE EDUCATION AGENCIES

In this section of the questionnaire respondents answered questions about the SEA's division of responsibility for humanities instruction. Specifically they were asked: (1) If their state agency had a unit for the humanities and if so what subjects were incorporated; (2) To provide the number of instructional specialists and/or generalists employed in the six humanities subject areas and the percentage of time they devoted to each; and (3) To add any other information they felt would give a more accurate picture of humanities instructional responsibilities at their state agency.

Seventy-nine percent of the respondents reported they had no unit entitled, "the humanities." Only twelve indicated they had such units: California, Georgia, Guam, Hawaii, Louisiana, Maine, Montana, New York, Oregon, Pennsylvania, Puerto Rico and Virginia. Ten of these listed the subject areas included in the humanities. Music and art were named by seven and six states, respectively; four states listed foreign language as a humanities area; five, social studies; and three, English. Three states named dance and drama as humanities subject areas, with one of the three also including fine arts and another including culture. Some states included social science areas and basic skills categories as humanities in response to this question, but respondents were more apt to make little or no distinction between the arts and humanities.

Fifteen states took the opportunity to elaborate on their state agency's division of responsibility for humanities instruction. Even among those states with humanities units, most were not organized to focus on instruction in the humanities. For example, in one state the Curriculum and Instruction Unit is divided by Science and Elementary Administration and Humanities and Secondary Administration. Since humanities and sciences are taught at both the elementary and secondary level, the divisions within this SEA have more to do with organizational expediency and historical accident—such as the field or specialization of the individual heading the division at the time it was organized—than with any goal to organize instruction around a unit entitled the humanities.

Further, responses to this section demonstrate general disagreement among SEAs as to what constitutes the humanities. Among the more important findings of the Council's survey of current state policies toward the humanities is the differing views among SEA personnel as to what constitutes the humanities. Whether respondents emphasized the arts or socially responsible education few, if any, included the same subject areas that the National Endowment for the Humanities lists as the humanities fields. The Congressional legislation that created the National Endowment for the Humanities defined the humanities as:

> the study of language; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism and theory of the arts; those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment, with particular attention to the relevance of the humanities to the current conditions of national life.

Differing views as to what constituted the humanities evolved from a number of sources. First, the fields, as listed in the legislative mandate for NEH, are fields that conform more easily to the departmental structure of colleges and universities than to the departments and curricula of

schools. Of the fields listed in the legislative mandate, only foreign languages are taught as a discrete unit within public elementary and secondary schools. Literature is, of course, taught, but usually at the elementary level under the rubric of language arts, which includes reading, grammar, speech and other communication skills. In English classes at the secondary level, literature is most often taught in conjunction with grammar, writing and public speaking. In schools, history is normally categorized as a social studies course with teachers of history being members of a high school's social studies department. Although courses are taught in American or world history, structurally, both for teachers' departments and for curriculum design and development, history is treated as a part of social studies and is more apt to be classified with the social sciences rather than with the humanities.

Second, the views of state education agency personnel reflected an earlier understanding of the humanities, discussed in the Historical Background section of this report. This understanding stressed the development of civilizations and presented an integrated picture of the artistic and intellectual accomplishments of a particular age, region or nationality. The literary and artistic creations of a people—often tied to what is termed "high culture"—were seen as the legitimate subjects of the humanities, and not simply those portions of the high school curriculum encompassing English, history and foreign languages. For this reason, as well as because of the distinct field structure of secondary and post-secondary institutions, state humanities specialists are more apt to associate the humanities with courses in the arts. This understanding of the humanities also led respondents to stress small, interdisciplinary and innovative classes that focused on an integrated understanding of past culture as the typical humanities course.

Third, the lack of a humanities unit among most state departments of education, and virtually all when one employs the term as defined by the National Endowment for the Humanities, means that state personnel, as well as local teachers and administrators, have little occasion to see their work tied to the humanities in any concrete way. Without such a unit SEA personnel have no particular reason to assemble as humanities specialists, *per se*, nor to meet with groups of teachers and focus their discussions on the humanities.

Humanities Curriculum Personnel

State education agencies generally employ either subject area specialists or generalists to oversee instruction in the humanities. The chart on pages 13-15 shows the total number of specialists and generalists for each state plus their distribution by humanities subject areas, expressed in full-time equivalency (FTE) units. Please note that the FTE rate for most of the specialists in history falls on the line between history and social studies. Very few states make a distinction between these subject areas or hire specialists in history alone. This is also true for art and music specialists, where one person often covers both areas. Because of the diversity of state education agencies, a great number of notes follow the chart. Distinctions reported by the respondents, such as joint responsibilities in both basic skills areas and humanities subjects or specialists working in areas not usually considered to be humanities, are noted.

As can be seen the numbers of curriculum specialists and generalists vary greatly among states, from a high of 197* to a low of 1, but forty-eight—93 percent—of the SEAs report they employ such personnel. Thirty-eight have specialists only, five have only generalists and the remaining ten have both. On the average, eight specialists and five generalists work in each SEA. New York and North Carolina report the largest number of specialists: twenty-six and fifty, respectively; with North Carolina's large numbers reflecting, in part, SEA staff working in regional offices throughout the state. Other states employing more than ten curriculum specialists in the humanities areas are American Samoa (16), Louisiana (11), Texas (15) and Virginia (16). In most states, curriculum specialists devote at least 50 percent of their time to a single subject area, but in a few, specialists work less than 25 percent of the time in a particular subject.

Through telephone interviews with humanities subject area specialists and meetings with them to discuss the development of the questionnaire, it became clear that one of the more significant determinants of a state's ability to further humanities instruction was the SEA's instructional organization. States with more subject area specialists produced and distributed larger numbers of curricular guidelines and supplementary materials and found it easier to improve humanities instruction generally because:

1. Subject area specialists with graduate training in their subject area have a long-term commitment to improving teaching in that area.

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*Puerto Rico reports 197 curriculum specialists, reflecting their extensive program of teaching English as a second language.

2. Large percentages of specialists belong to teacher organizations where the most recent pedagogical and scholarly materials on their subjects are discussed.

3. Their work in coordinating efforts for one humanities subject makes them familiar with a cross section of programs and teachers in that area throughout their state.

In addition to the information gained from the states in responding to our questions concerning the structure of a state education agency, we mailed a separate form asking for humanities specialists to provide us with biographical data, including their education and the professional organizations to which they belong and are serving or have served as officers. These returns demonstrate a nearly universal membership in teacher organizations for these specialists' subject areas. For social studies specialists, 100 percent of those submitting their forms belong to the National Council for the Social Studies, and at least 90 percent each for specialists in the areas of English, language arts, foreign language, art and music belong to the National Council of Teachers of English, American Council on the Teaching of Foreign Languages, National Art Education Association and the Music Educators National Conference, respectively. On the other hand, for each area of specialty, less than 15 percent belonged to humanities professional societies such as the Modern Language Association or the American Historical Association. We received a total of seventy-two responses to our request for biographical information.

STATE EDUCATION AGENCY HUMANITIES SPECIALISTS

FULL TIME EQUIVALENCY (FTE) RATE BY SUBJECT AREA

State	Type*	Total No. Specialists and/or Generalists	English	History	Social Studies	Foreign Language	Art	Music	Other	Total FTE
Alabama	S	5	.90	—.90—		.90	.10	.10		2.90
Alaska	S									
	G	1					.15			.15
American Samoa	S	16	6.00	——6.00[1]——			3.00	1.00		16.00
Arizona	S	6	.20	.10	.05	.10	.25	.25		.95
Arkansas	S	2				1.00	1.00			2.00
	G	3	.10		.10			.15		.35
California	S	4	1.00	—1.00—		1.00	—1.00—			4.00
Colorado[2]										
Connecticut	S	5	.80[3]	—1.00—		.50[4]	1.00	1.00		4.30
Delaware	S	4	1.00	—1.00—		1.00[5]	.50	.50		4.00
District of Columbia	S	8	2.00		2.00	1.00	1.00	2.00		8.00
Florida	S	5	1.00	—1.00—		1.00	1.00	1.00		5.00
Georgia	S	7	1.80[6]	—1.80—		.90	.90	.90		6.30
	G	2	1.80[7]							1.80
Guam[8]										
Hawaii	S	8	4.00		1.00	1.00	.50	.50		7.00
Idaho	S	3	1.00	.25	.25		.25	.75		2.50
Illinois	S	7[9]	.40	.10	.10	.20	.10	.10		1.00
Indiana	S	4	1.00		1.00	1.00	.50	.50		4.00
Iowa	S	5	1.00	—1.00—		.24	.50	.49	.01[10]	3.24
Kansas	S	3	1.00	—1.00—				1.00		3.00
Kentucky	S	5	1.00	—1.00—		.50	1.00	1.00		4.50
Louisiana	S	11	1.00		2.00	6.00	1.00	1.00		11.00
	G	2	.80[11]		.80[12]					1.60
Maine	S	1							1.00[13]	1.00
	G	2	.10			.80				.90
Maryland	S	3	1.00[14]	—1.00[15]—			—1.00—			3.00
	G	1				1.00				1.00
Massachusetts	S	2[16]			.50	.10				.60
Michigan	S	3	——1.00——			.20	—1.00—			2.20

*Type: Specialist (S) or Generalist (G)

State	Type	Total No. Specialists and/or Generalists	English	History	Social Studies	Foreign Language	Art	Music	Other	Total FTE
Minnesota	S	5[17]	1.00[18]	.20	.80	1.00	1.00	1.00		5.00
Mississippi	S	4	.50		.50		.50	.50		2.00
Missouri	S									
	G	2	.30[19]		.60					.90
Montana	S	4	.67	—1.00—		.67	—1.00—			3.34
Nebraska	S	4	1.00	.75	.25	1.00	.10[20]	.10		3.20
Nevada	S	2[21]	.50	—.50—		.10				1.10
New Hampshire	S	3	1.00[22]	—1.00—		1.00	.00[23]			3.00
New Jersey	S	2	.10[24]				—1.00—			1.10
New Mexico	S	4	1.00	—1.00—			1.00	1.00		4.00
New York	S	26	11.00	—6.25—		2.83	1.50	1.00		22.58
	G	3		—.75—						.75
North Carolina	S	50[25]	30.00[26]		11.00	3.00	2.00[27]	2.00	2.00[28]	50.00
	G	4	.40		.40	.40	.40	.40		2.00
North Dakota	S									
	G	10	.10	—.10—		.10	.10	.10		.50
Northern Mariana Islands	S	3	2.00				1.00			3.00
	G	1			1.00					1.00
Ohio	S	10	5.00[29]		1.00	1.00	2.00[30]	1.00		10.00
Oklahoma	S	4	1.00	.50	.50	1.00	1.00	1.00		5.00
Oregon	S	4	2.00	.20	.50	.30[31]	.15	.85		4.00
Pennsylvania	S									
	G	4	1.00	—1.00—		1.00	.50[32]	.50		4.00
Puerto Rico	S	197[33]	27.00[34]	12.00		128.00[35]	11.00	12.00	7.00[36]	197.00
	G			1.00						1.00
Rhode Island[37]										
South Carolina	S	9	5.00[38]	.50	.50	1.00	1.00	1.00		9.00
South Dakota	S									
	G	4	.75		.75				1.50[39]	3.00
Tennessee	S	3	1.00[40]		1.00			1.00		3.00
Texas	S	15	5.00	1.00	2.00	4.00	1.00	1.00	1.00[41]	15.00
Trust Territory of the Pacific Islands[42]										
Utah	S	8	1.00		3.50[43]	1.00[44]	1.00	1.00		7.50
Vermont	S	3	1.00		1.00		.50	.50		3.00
Virginia	S	16	6.00		4.00	3.00	1.00	2.00		16.00
Virgin Islands[45]										
Washington	S	5	.70	.30	.40	.20	.25	.25		2.10

State	Type	Total No. Specialists and/or Generalists	English	History	Social Studies	Foreign Language	Art	Music	Other	Total FTE
West Virginia	S	5	1.00	—1.00—		1.00	1.00	1.00		5.00
Wisconsin	S	5	1.00	—1.00—		1.00	1.00	1.00		5.00
Wyoming	S	3	.75[46]		1.00	1.00				2.75
	G	2					.05[47]	.05		.10

1. History, social studies and foreign languages are covered by these six individuals.
2. Colorado's constitution places control of instruction under the authority of local boards of education.
3. Specialist's time is divided: 80 percent English; 20 percent in Communications.
4. Consultant originally hired to work 100 percent of the time in foreign languages, with new duties time reduced to 50 percent.
5. Specialist also works in bilingual education.
6. One specialist works in reading.
7. Two generalists work in reading.
8. No numbers reported. SEA notes that except for foreign languages all positions are filled by qualified, certified subject area specialists.
9. Services in the humanities are provided by the Program Planning and Development Section, staffed by specialists working in clusters of three to six persons.
10. Drama and Dance.
11. A certified elementary generalist works in English 80 percent of the time.
12. A certified elementary generalist works in Social Studies 80 percent of the time.
13. Position funded by a grant from the National Endowment for the Humanities for the last four years.
14. Reading and writing specialist within a basic skills branch.
15. Specialist is responsible for history and social sciences.
16. Staff divided by function or population served, not curriculum area.
17. Interdisciplinary aspects of humanities handled by these five curriculum specialists.
18. Subject area is titled English/Communications.
19. Generalist works in reading and literature in elementary grades.
20. Specialist works in gifted and fine arts.
21. Nevada Department of Education designates no staff solely as instructional specialists in the humanities areas. The English specialist is also responsible for secondary curriculum.
22. Position lost.
23. Specialist in art and music employed until one year ago.
24. Generalist in English works 90 percent of the time in basics and "right to read" program.
25. Includes personnel working in regional centers.
26. Subject area is titled English/Communication Skills.
27. One specialist in art, one in folk art.
28. One specialist in theatre, one in dance.
29. Four of five specialists are in basic skills area.
30. Specialists work in arts for the handicapped.
31. Specialist works in foreign languages and English as a second language.
32. No one in art and music position at present.
33. Total reflects large numbers in foreign language subject area (English as a second language).
34. Spanish; English is taught as a second language.
35. Specialists in English; Spanish is the primary language.
36. Theatre.
37. Program Development Unit of eight professionals who are generalists serve different geographical areas of the state and link local education agencies (LEAs) to needed curriculum services, including humanities programs.
38. Subject area titled Language Arts; three specialists in basic skills, two in curriculum.
39. One generalist devotes 75 percent of time to reading; one generalist works 75 percent of the time in Indian Education.
40. Reading specialist.
41. Theatre Arts specialist.
42. No specialists or generalists. Trust Territory office of education's principal function is to provide administrative and technical support in the implementation of federally funded programs.
43. Three of the social studies specialists work with model U.N., free enterprise and law-related education programs.
44. Twenty-five percent of specialist's time devoted to bilingual education.
45. No response.
46. Works as a specialist in Language Arts and as a generalist.
47. Art and music generalists work with the handicapped.

GOALS

In this section of the questionnaire, respondents were asked whether their states had general educational goals established by the board of education, whether the state produced general educational guidelines distributed by the chief state school officer and if the humanities were included in these goals and guidelines. Ninety-five percent of the states report that they have general educational goals established by their state board of education. Seventy-five percent indicated that their chief state school officer distributes general educational guidelines to local schools. These general educational goals do not usually include guidelines for instruction in the area of the humanities. Only 21 percent of the states have developed such humanities materials. The states, upon request from the Council, sent printed materials outlining their educational goals. These list educational, social, citizenship and technologically-based goals for instruction. While specific subject matter may be excluded, many of the goals established by the states involve skills clearly related to humanities instruction. They focus on the mastery of basic skills: reading, mathematics, communication and problem solving. They also uniformly emphasize the importance of fostering rational thinking and creativity—two abilities closely associated with the humanities. Citizenship goals are related to the humanities as well, especially where they stress the importance of teaching moral precepts and the values of American society in conjunction with technical skills in preparation for initial employment, or a longer-term career. Each of the documents also stress the development of political and social responsibility as a legitimate part of each student's education. A number note the need for the schools to be concerned with producing "humane citizens" at the end of twelve years of schooling.

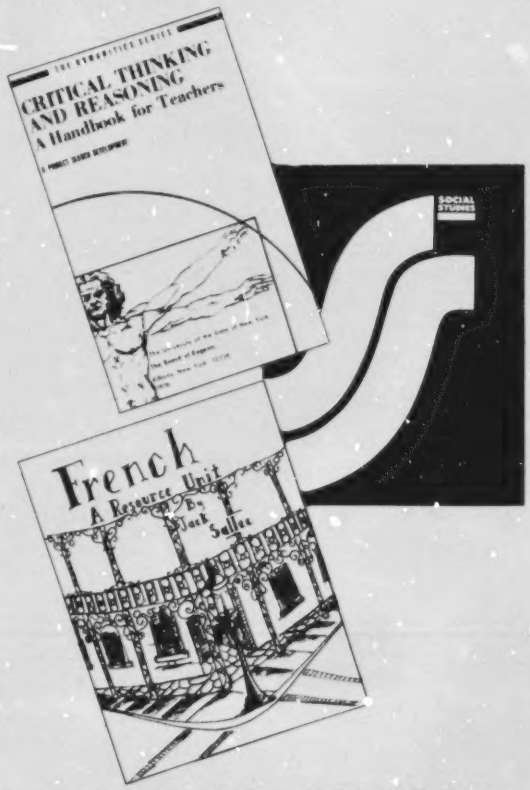
CURRICULUM

For the curriculum section, respondents were asked: (1) to provide information about the kinds of curricular guidelines and supplementary materials they produced; (2) the subject areas in which they stipulate skills to be mastered by students; (3) if their state includes humanities subject areas in a competency-based educational program; and (4) if the SEA mandates instruction in humanities subject areas for the local school districts.

Curricular Guidelines and Supplementary Materials

States sent the Council more curricular guidelines and supplementary materials than any other type of document. However, the numbers varied greatly among states, with some sending over fifty items and others only three or four. Most states develop their own materials, but some offer teaching aids published by teacher organizations to the local schools. States with more humanities specialists sent more curricular guidelines and supplementary instructional materials for project staff to review.

Sixty-four percent of the states and jurisdictions report they provide both curricular guidelines and supplementary instructional materials. More, 77 percent, report that they provide curricular guidelines, while 71 percent state that they provide supplementary materials. For curricular guidelines the breakdown by subject area with number of states in parentheses is: English (39); social studies (37); art (32); music (30); history (18) and foreign language (25). Very few states report that they provide such materials for a program or course entitled, "humanities." Only twelve do so for curricular guides and thirteen for supplementary materials.



Examples of humanities curriculum guides submitted by the states.

Materials submitted by the states reveal their views on what constitutes humanities instruction. Many subject areas are represented, but artistic and cultural perspectives rather than the historical or philosophical predominate. A number of states sent materials clearly outside the humanities, such as detailed guides on the teaching of musical instruments or the proper arrangement of an art classroom. The submission of such materials does not represent a misunderstanding on the part of humanities contact persons who oversaw their transmission. It is an accurate reflection of that state's understanding of what constitutes the humanities and, for some, the subjects included in the SEA's humanities division. CCSSO's questionnaire lists art and music as humanities subjects, but a footnote explains: "For this questionnaire we are most interested in the historical and interpretive aspects of these subjects, not their skills, studio or performance aspects." Yet a great many of the curricular guides received, focused on the arts rather than on the humanities. Again, this reflects both the integration of arts and humanities in the states' instructional organization and the small amount of materials developed on humanities subjects alone. Very few states sent interdisciplinary humanities materials. The bulk of humanities curricular and supplementary materials are curriculum guides for specific subjects at different grade levels. A few states sent history items rather than simply social studies materials, usually focusing on state history. Some enrichment items were included, but most of the publications are detailed teaching aids and curriculum plans.

Stipulation of Skills

Sixty-eight percent of the states informed CCSSO that they stipulate skills to be mastered in one or more subject areas. However, as could be expected, those subjects were closely tied to the acquisition of basic skills. For states stipulating skills, elementary reading and math are listed most frequently, namely in 92 and 89 percent of the cases. For the humanities areas, only twelve states stipulated skills to be mastered through history and fourteen through foreign languages; twenty-four stipulate certain skills in English.

The major conclusion to be drawn from responses to the skills section is that a majority of the states leave such decisions to the local schools. Second, when considering the question of stipulating skills, it is useful to remember that many states, especially during the 1970s, developed guidelines for skills to be taught in individual subjects, but these were most apt to be

Example of a humanities curriculum guide submitted by the states.

basic skills rather than the more discipline-specific or higher-order skills associated with the humanities. Reading is obviously fundamental to any humanities course work, but reading, which emphasizes decoding abilities isolated from literature, or other humanities subjects, is more readily identified with mastering discrete skills rather than learning a particular body of information.

Competency-Based Educational Programs

Half of the respondents report their state boards of education have adopted a competency-based education program. Only eight states indicate the humanities are included in their competency-based programs; ten states note that English and social studies are included; six list history; and six each include art and music.

One problem in computing the numbers of humanities subjects included in competency programs is defining what comprises a single humanities subject. For example, should English, language arts, communication and reading all be combined so that the total number of English-related subjects is twenty-five? Or, are those programs that include reading, communications, etc. tied more to basic skills than to humanities subject areas? Obviously making too fine a distinction is neither possible nor very useful, but it is worthwhile to note that the categories added by the states, but not listed in the questionnaire, are skills rather than subjects. These include: "reading, writing, listening and speaking," or portions of English instruction such as "English composition and reading," "reading and writing" and "language arts and reading"—all skills not immediately connected to the teaching of literature.

Competency-based programs, adopted overwhelmingly during the decade of the 1970s, involve an extensive period of preparation where states are given five to eight years to implement the program following its adoption by the state board. These programs include agreed-upon statewide standards of competency. Normally, the state board approves the program in principle, and SEA personnel develop a more detailed outline of skills and competencies to be acquired in individual subjects. Some states adopt a program but leave the specification of competencies to local school districts.

Fifteen states sent information describing their competency-based programs. This information varies from brief discussions of the competency principles adopted by state boards to lengthy publications outlining competencies for specific subjects at various grade levels. Competencies linked to reading, language arts and English instruction stress the retention of vocabulary, but in a number of states it is vocabulary specifically linked to survival skills. One state notes in a 9th grade reading competency that students should acquire "a basic survival reading vocabulary," specifically that meant the ability to "recognize words and phrases which occur in daily life situations." Another state connects writing competency to business and social letters and the ability to complete commonly used forms such as employment or credit applications. These outlines of expected competency also include general and less utilitarian educational goals. One state, for example, listed under reading the requirement for students to demonstrate the ability to understand relationships, draw conclusions and make inferences. However, the integration of such practical outcomes with general educational goals risks diminishing the idea that education should be learning for its own sake, enabling students to think for themselves.

TESTING

As the chart on testing (pages 19-22) makes clear, testing varies widely throughout the fifty states and territories. This variety reflects changing patterns of testing since World War II. Historically, states have given achievement tests to all students in selected grades to determine whether they have learned a set body of information in certain subjects. The achievement test, generally, dominated statewide testing programs in the postwar period.

More recently, with the adoption of competency-based education programs, states have adopted criterion-referenced examinations that set up specific competencies in subject areas for which the child is held accountable. These tests concentrate more on the mastery of skills (defined as essential for specific subjects by state education agencies or local school personnel or specialists hired for this purpose) than on the acquisition of knowledge. Generally, they include fewer materials concerning humanities subjects and more on basic skills.

In addition to these general developments, since 1970 states have administered assessment examinations to selected groups of students in cooperation with the National Assessment of Educational Progress. In addition, states have developed their own examinations, especially in conjunction with their adoption of a competency-based educational program. These examinations generally include the phrase "basic skills" in their title, such as "Alabama Basic Skills Test," "Arizona Basic Skills Program," "Texas Assessment of Basic Skills," etc. Local school districts also administer many other examinations, both competency and achievement, to evaluate the progress of students.

TESTS ADMINISTERED BY TYPE, SUBJECT AREA AND GRADES

STATE	TYPE OF TEST	SUBJECT AREAS TESTED	GRADES	DATE INITIATED	TESTING FOR MINIMUM SKILLS?
Alabama	Alabama Basic Skills Test	Language Arts & Math Reading	3, 6 & 9 3 & 6	1981	YES
	California Achievement Test	Language Arts & Reading English & History Math & Science	1–6 7–12 1–12	1948	NO
Alaska	Alaska Statewide Assessment Program (Biennial—objective referenced)	Reading & Math	4 & 8	1978	
American Samoa	Curriculum Referenced Tests in English, Social Studies, Science & Math Being Developed				
Arizona	Arizona Basic Skills Program	Language Arts & Reading English Math	1–6 7–12 1–12	1980	YES
	California Achievement Test	Reading English Math	1–6 7–12 1–12		
Arkansas	Arkansas Minimum Performance Test	Language Arts English Math	1–6 7–8 1–8	1980	YES
	Scholastic Research Associates (Not mandatory)			1980	
California	California Test of Basic Skills	Language Arts English Reading Math	6 8 6 6 & 8		YES
Connecticut	Connecticut Assessment of Educational Progress	Language Arts, Reading, Social Studies, Art, Music, Math & Science	4–8		NO
	Education Evaluation & Remedial Assistance Proficiency Exam	Reading, Language Arts & Math	9	1979	YES
Delaware	California Achievement Test	Language Arts & Reading English Math	1–6 7–8 & 11 1–8 & 11	1978–79	NO
	Assessment for Minimal Performance Requirements	Reading, Writing & Math	Usually before entrance into high school (graduation requirement)	1981	
District of Columbia	Comprehensive Test of Basic Skills	Reading, Math, Language Arts, Reference Skills, Science & Social Studies	3, 6, 9 & 11	1978	
	Criterion Referenced	Reading & Science Math English	1–6 1–6, 7, 9 & 10 7, 9 & 10	1972	YES
Florida	State Student Achievement Test	Language Arts & Reading English Math	3 & 5 8 & 11 3, 5, 8 & 11	1976	YES
Georgia	Iowa Test of Basic Skills	Language Arts Reading & Math	4 4, 8 & 10	1971–76	
	4th & 8th Grade Criterion Referenced Tests [10th grade if local education agencies (LEAs) desire]	Reading & Math	4, 8 & 10	1976	YES

STATE	TYPE OF TEST	SUBJECT AREAS TESTED	GRADES	DATE INITIATED	TESTING FOR MINIMUM SKILLS?
Guam	Scholastic Research Associates	Language Arts Reading Social Studies & Science Math English	3 & 5 1, 3 & 5 5, 7, 9, 11 & 12 1, 3, 5, 7, 9, 11 & 12 7, 9, 11 & 12	1983	NO
	Criterion Referenced (locally developed)			Fall 1981	
Hawaii	Hawaii State Test of Essential Competencies	Language Arts & Reading Science History Social Studies, Art & Music Math Foreign Languages	6 6, 8 & 10 projected 6, 8, 10–12 6, 8 & 13 6, 8–12 8–12	1978	YES
	Competency-Based Measures	Language Arts, Reading, History, Social Studies, Art, Music, Math & Science	3	1981	
	Scholastic Aptitude Test, Otis-Lennon Mental Ability Test & Differential Aptitude Tests	Language Arts & Reading Math English History Foreign Languages	2, 4 & 6 2,4,6 & 8-12 8 & 10 10-12 9-12	1973	NO
Idaho	Idaho Proficiency Test (Testing Voluntary 75–80% participate)	Reading, Writing, Composition & Spelling	9	1979	YES
Indiana	Essential Skills Assessment Project (Pilot project)	Reading	Sample of 10th grade students	1982	YES
	Educational Improvement Program	Language Arts Reading English Social Studies, Math & Science	3 & 6 3 & 6 8 & 10 3, 6, 8 & 10	1978–79	
Kansas	Kansas Minimum Competency Tests	Reading & Math	2, 4, 6, 8 & 11	1979	YES
Kentucky	Comprehensive Test of Basic Skills	Reading English Math	3 & 5 7 & 10 3, 5, 7 & 10	1978	NO
Louisiana	Louisiana Basic Skills Testing Program	Language Arts, Reading & Math	2 & 3	1978	YES
Maine	Maine Assessment of Educational Progress	Language Arts & Reading English & Math Social Studies & Science	4 8 & 11 11	Early 70's	NO
Maryland	California Achievement Test	English & Math	8		
	Competency-based Prerequisites	English & Math Social Studies (Citizenship)	7 & 9 10	1985	YES
Massachusetts	Massachusetts Basic Skills	Language Arts English Math	1 or 2 & 4 or 5 7, 8 or 9 1 or 2, 4 or 5 & 8		
Michigan	Michigan Educational Assessment Program (Random Sample Testing every 4–5 years)	Reading, Math, Social Studies, Science, Music, Art & Health	4, 7 & 10		YES
Minnesota	State Assessment	Language Arts, Reading, Social Studies, Art, Music Math & Science History	4, 8 & 11 8 & 11		NO

STATE	TYPE OF TEST	SUBJECT AREAS TESTED	GRADES	DATE INITIATED	TESTING FOR MINIMUM SKILLS?
Mississippi	California Achievement Test	Language Arts Reading & Math History & English	4 & 6 4, 6 & 8 8	1971	YES
Missouri	Missouri Essential Skills Test	English, Social Studies & Math	8	1978–79	YES
	Test of Achievement and Proficiency	English, History, Social Studies, Math & Science	9 & 12	1970s	NO
	Missouri Assessment	Language Arts Reading English & History Social Studies, Art, Music, Math & Science	6 1, 4 & 6 12 6 & 12	1975–76	NO
Montana	Montana Testing Service (Battery of tests offered—LEA participation voluntary)			1975	NO
Nebraska	Nebraska Assessment (Battery of Learning Skills—LEA requests tests)			1975	
Nevada	Nevada Proficiency Exam	English & Math	9 & 11	1978	YES
	Stanford Achievement Test	Language Arts, Reading & Math	3 & 6	1978	
New Hampshire	Periodic Assessments	Language Arts & Reading History, Social Studies & Math English	5 5, 9 & 11 9 & 11	1978 & 1980	NO
New Jersey	Minimum Basic Skills Test	Writing, Reading & Math	3, 6 & 9	1978	YES
New Mexico	New Mexico High School Proficiency Exam	English, Social Studies & Math	10	1977	YES
	Comprehensive Test of Basic Skills	Language Arts & Reading History, Social Studies, Math & Science English	5 5 & 8 8	1972	NO
New York	Math Competency	Math	any year 9–12	1974–79	YES
	Preliminary Competency Test in Writing	Writing	8 or 9	1979	YES
	Regents Competency in Writing	Writing	11	1980	YES
	Writing Test for Elementary Schools	Writing	5	1983	YES
	Degrees of Reading Power	Reading	3, 6, 8 or 9 & 11	1974–80	YES
North Carolina	North Carolina Competency Test	English & Math	11	1978	YES
	Prescriptive Reading Inventory	Reading	1 & 2	1978	YES
	Diagnostic Mathematics Inventory	Math	1 & 2	1978	YES
	California Achivement Test	English Reading Math	9 3 & 6 3, 6 & 9		
North Dakota	Iowa Test of Basic Skills & Scholastic Research Associates			1963	
Northern Mariana Islands	California Achievement Test	Math	1–3 & 9–12	1980	YES
	Publisher of Textbook Program Test	Social Studies & Science	1–12	1981	YES
	Competency-based Test	Language Arts English Math	2–5 7–12 4–8		YES
Ohio	Ohio Test of Scholastic Achievement (12As required to test)				NO

STATE	TYPE OF TEST	SUBJECT AREAS TESTED	GRADES	DATE INITIATED	TESTING FOR MINIMUM SKILLS?
Oregon	Oregon Statewide Assessment	Reading Writing & Math Language Arts & Reading	7 & 11 4	1978 & 1982	YES
Pennsylvania	Educational Quality Assessment	Writing, History, Social Studies, Art, Music, Math & Science Reading	5, 8 & 11 5	1965	NO
Puerto Rico	Mathematics Basic Skills Test	Math	2–9		YES
	Spanish Basic Skills Test	Spanish	2–9		YES
	English Basic Skills Test	English	2–9		YES
Rhode Island	Iowa Test of Basic Skills	Language Arts Reading, Math & Study Skills English	4 & 6 4, 6 & 8 8	1960s	NO
	Rhode Island Life Skills Test	English, Math & Reading	10	1976	NO
South Carolina	Comprehensive Test of Basic Skills	Language Arts & Reading Social Studies, Math & Science English	4 4, 7 & 10 7 & 10	1973	YES
	Basic Skills Assessment Test	Writing Reading Math	6, 8 & 11 1, 2, 3 & 6 1, 2, 3, 6, 8 & 11		
Tennessee	Diagnostic Tests	Math, Spelling, Language Arts & Reading	4 & 5 or 6 & 8	1978	YES
	Proficiency Exams for Graduation	Language Arts, Reading & Math	11 & retake allowed in grade 12	1981	YES
Texas	Texas Assessment of Basic Skills	Reading Composition & Math	3, 5 & 9	1980	YES
Utah	Comprehensive Test of Basic Skills Forms A great variety of other measures as part of the state assessment program.	Reading, Math, Science & History	5 & 11	1975	NO
Vermont	Local Test (Must conform to criteria of competency; status of all graduating students must be reported; state does random sampling)	Language Arts & Reading English Math & Science	1–6 7–12 1–12	1977	YES
Virginia	Minimum Competency Test	Math & Reading	10, 11 & 12	1978	YES
	Scholastic Research Associates	Language Arts Reading, Social Studies, Math & Science English	4 4, 8 & 11 8 & 11	1960s	
	Basic Skills (Criterion Referenced Tests)	Language Arts, Reading & Math	1–6	1978	
Washington	California Achievement Test	Language Arts & Reading Math English	4 4, 8 & 11 8 & 11	1976	NO
	Degrees of Reading Power (One time study-sample)			1983	
West Virginia	Comprehensive Test of Basic Skills	Language Arts Reading, History, Social Studies, Math & Science English	3 & 6 3, 6, 8, 11 9 & 11	1975–76	NO
Wisconsin	Legislation requires testing in 1985–86; tests being developed.				

TEXTBOOKS

In this section, state agency personnel were asked if their state has a statewide textbook adoption policy. If it did not, respondents were asked if the SEA provides any guidance to local districts for the purchase of textbooks and if they have textbook guidelines for humanities subject areas.

Slightly less than half of the states surveyed have a statewide textbook adoption policy. In the twenty-seven states that responded positively, there is a wide range of structures and degree of state control in the textbook selection process. Many states note that although they did establish guidelines or criteria for the purchase of texts by local districts, these criteria are sufficiently broad and suggestive that local districts have a wide range of options. States with adoption policies normally establish committees to select books in each subject area and contract with publishers to place bids for texts covering the subjects specified in the legislation establishing the committee. The size of the committees varies from nine to twenty-three, and as their functions vary widely, it is difficult to generalize about state adoption policies and procedures. As might be expected with a procedure that is applied to a wide selection of books and subject areas, guideline language is, for the most part, vague and its application is highly dependent upon the interpretation of the current members of the selection committee.

For instance, the textbook criteria document for one state includes judgments based on "the basic and identifiable philosophy of our democratic society," and those that "reflect valid and quality scholarship," and those that "include adequate and relevant study aids" and "reflect high quality of typography, illustration, and other aesthetic considerations." These principles are basic ones, and more specific goals under each clarify what is sought under each principle, yet even here specific criteria reveal the difficulty in identifying a common set of judgments a committee could agree on. Under the principle of valid and quality scholarship, for example, two specific goals involve "accurate, authoritative, and realistic presentation of factual material" and "historical reliability and soundness." Under quality of the typography, one can judge a text on its "durable materials" and whether it is "economical in cost," or on its "quality and verifiable content." Although it is easy to do a simple comparison of the costs of a text, the other judgments are more complex.

The same sort of difficulties arise when evaluating the general criteria established for another state's Textbook Advisory Committee. Under the heading of content, the state includes general provisions such as "Are the content and the sequence of the materials reasonably consistent with the current state guides and other curriculum publications?" or "is the subject matter up-to-date and scientifically correct?" or "is the subject matter meaningful in terms of pupil needs, experiences, interests and understandings, etc.?" The other general areas under the heading of content are illustrations and instructional aids. Other than content, the two other major divisions are organization and authorship. Again, the criteria for judging quality under these headings seem quite reasonable, but not very useful to a committee judging the worth of a particular textbook. Most likely, some of the more extreme criticisms of the arbitrary nature of state textbook adoption procedures can be attributed to the difficulty publishers have in conforming to such broad criteria, and the inability of teachers and educators to understand easily why one series or textbook was selected over its competitors.

No matter what the subject area, difficulties arise for educators confronting current textbook adoption policies. However, difficulties are in many ways unique for humanities subjects. The text is often the only means by which knowledge is transmitted to students in classes where there are seldom if ever laboratories, large quantities of information written on blackboards, or artifacts or specimens to aid students in grasping the objectives of the lesson being presented. Further, materials covered in humanities textbooks are often more controversial; and the way in which they are presented in the text is often as crucial as the information presented. This is less apt to be the case in science and mathematics classes. For these reasons, and the greater interest of the public in influencing the nature of humanities texts, both public school and higher education specialists in the humanities are especially concerned with the operations of state textbook selection procedures and the way in which the best humanities textbooks can be produced and distributed under the current system.

GRADUATION REQUIREMENTS

Fifty of the state education agencies surveyed reported statewide graduation requirements. A detailed breakdown of these requirements by state, subject area and number of units required is provided in the accompanying charts. Old and new requirements are shown for states that reported recent revisions. Among those states reporting graduation requirements, forty-two have requirements in English, twenty-eight in social studies, three in foreign languages, eight in art and one state requires music for graduation. In addition, eighteen states require history for graduation; fourteen include a specific history requirement as a part of social studies. Some states break down history even more specifically: six have an American and state history requirement, five require only American history while eleven have an American history and government or constitution requirement.

In areas other than the humanities, thirty-seven states require a course in mathematics for graduation and thirty-eight have a science requirement. For states that have recently revised graduation requirements or are in the process of doing so, the most common change reported is an increase in the number of mathematics and/or science units required for graduation. Beyond subject area requirements, eighteen states have students pass a specific examination before being allowed to graduate. Finally, two states do list a "humanities" requirement for graduation. Respondents emphasized that the units required are *minimum*; LEAs typically have requirements that exceed the minimums.

State	Total Minimum Units Old	Total Minimum Units New	ENGLISH SUBJECTS Title	ENGLISH SUBJECTS Units Old	ENGLISH SUBJECTS Units New	SOCIAL STUDIES SUBJECTS Title	SOCIAL STUDIES SUBJECTS Units Old	SOCIAL STUDIES SUBJECTS Units New	HISTORY SUBJECTS Title	HISTORY SUBJECTS Units Old	HISTORY SUBJECTS Units New	Math Units Old	Math Units New	Science Units Old	Science Units New	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Title	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units Old	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units New
Alabama[1]	20	20		4	4	Social Studies										Health Education	½	½
																Physical Education	3	3
																Driver Education	½	0
			English				3	3				2	2	1	1	Electives	6	6½
Alaska[2]	19		Language Arts	1		Social Studies	1					1		1		Physical Education	1	
American Samoa			English	4		Social Science	2					2[3]		2				
Arizona[4]	18	20	English[5]	3	4				American & Arizona History[6]	1	1	1	2[8]	1	2	Essentials & Benefits of Free Enterprise System	½	½
									American & Arizona Constitutions & Government[7]	1	1					Electives	10	9½

1. Passage of exit competency exam required.
2. Requirements being revised.
3. Math and science requirements increased from one to two units recently.
4. Demonstration of reading ability at the 9th grade level required; new requirements effective for the graduating class of 1987.
5. Must include grammar; speaking, writing and reading skills; advanced grammar; composition; American literature; advanced composition; research methods and skills; and literature. Foreign language may be used for one unit of requirement.
6. Must include instruction in American and Arizona institutions and ideals.
7. Includes instruction in essentials, sources and history of the constitutions of the United States and Arizona.
8. Can include one-half unit of computer awareness.

State	Total Minimum Units Old	Total Minimum Units New	ENGLISH SUBJECTS Title	ENGLISH SUBJECTS Units Old	ENGLISH SUBJECTS Units New	SOCIAL STUDIES SUBJECTS Title	SOCIAL STUDIES SUBJECTS Units Old	SOCIAL STUDIES SUBJECTS Units New	HISTORY SUBJECTS Title	HISTORY SUBJECTS Units Old	HISTORY SUBJECTS Units New	Math Units Old	Math Units New	Science Units Old	Science Units New	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Title	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units Old	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units New
Arkansas	16		English	4					American History & Civics	1						One major field One minor field Health & Physical Education Electives	3 2 1 5	
Colorado	18[9]																	
Delaware[11]	18	19[10]	English	4	4	Social Studies	3	3				1	2	1	2	Health Education Physical Education Electives	½ 1 7½	½ 1 6½
District of Columbia	21		English	4					U.S. History U.S. Government History of the District of Columbia	1 ½ 1		2		2		Foreign Language Health & Physical Education Life Skills Electives	1 1½ 1 7	
Florida[12]		24	English[13]		4				American History World History[14] American Government		1 1 ½		3		3[15]	Practical Arts, Vocational Education or Exploratory Vocational Education Performing Fine Arts Life Management Skills Physical Education Electives	9	½ ½ ½ ½
Georgia[16]	20		English/ Language Arts	3		Social Studies	1		U.S. History	1		2[17]		1		Citizenship Economics/Business/ Free Enterprise Career Planning Personal Finance Health & Safety Physical Education Electives		⅓ ⅓ ⅓ ⅓ ⅓ ⅓ 10
Guam[18]																		
Hawaii[19]																		

9. Eighteen units or 180 semester hours or the equivalent.
10. 1987 graduating class must meet minimum performance requirements in reading, writing and math; new requirements effective for the graduating class of 1987.
11. Demonstration of competence in life skills seminar required.
12. New requirements effective 1986-87; students must have cumulative grade point averages of 1.5 in required courses.
13. Major concentration in composition and literature.
14. Includes comparative study of history, doctrines and objectives of all major economic systems.
15. Two units must have laboratory component.
16. Students must pass Georgia Test of Basic Skills; evaluation of life skills competencies required.
17. One unit may be science or math.
18. Minimum units and distribution by subject area not available.
19. One-eighth unit per semester.

State	Total Minimum Units Old	Total Minimum Units New	ENGLISH SUBJECTS Title	ENGLISH SUBJECTS Units Old	ENGLISH SUBJECTS Units New	SOCIAL STUDIES SUBJECTS Title	SOCIAL STUDIES SUBJECTS Units Old	SOCIAL STUDIES SUBJECTS Units New	HISTORY SUBJECTS Title	HISTORY SUBJECTS Units Old	HISTORY SUBJECTS Units New	Math Units Old	Math Units New	Science Units Old	Science Units New	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Title	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units Old	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units New
Idaho	40[20]		English[21]	4		Consumer Economics	½		U.S. History[22]	1		2[21]		2		Reading[21]	½	
									American Government[23]	1						Speech[21]	½	
																Humanities[24]	2	
																Consumer Economics	½	
																Health	½	
																Physical Education	1	
																Electives	12	
Illinois	16[30]		Language Arts	3					American History or American History and Government	1								
Iowa	0								American History	1						Government of U.S. & Iowa	½	
																Physical Education[19]		
Indiana	38[25]		Language Arts[26]	8		Social Studies	4					4[28]		4[29]		Physical Education	1	
						a. U.S. History	(2)									Health & Safety	1	
						b. Social studies relating to citizenship	(2)											
Kansas	17	20[31]	English/ Language Arts	4	4	Social Studies	2	3				1	2	1	2[33]	Physical Education	1	1
						a. U.S. History	(1)	(1)								Electives	8	8
						b. U.S. Government[32]	(½)	(½)										
Kentucky	18	20	Language Arts	3	4	Social Studies	2	2				2	3	2	2	Health Education	½	½
						a. U.S. History	(1)	(1)								Physical Education	½	½
						b. Citizenship	(1)	(0)								Electives	8	8
						c. Elective	(0)	(1)										
Louisiana	22		English[34]	4		Social Studies	2					3		2		Free Enterprise	½	
						a. American History	(1)									Health and Physical Education	2	
						b. Civics or equivalent in citizenship	(1)									Electives	8½	

20. Units expressed as credits; forty-two credits required after 1988.
21. C average required.
22. Includes 20th century history and world affairs.
23. Includes federal, state and local government.
24. Requirement increases to 4 units after 1988; chose from fine arts (including performance), foreign language or humanities.
25. Units expressed as credits; requirements in effect for students graduating in 1989.
26. Six credits must be in English with a balance of writing, reading, listening, speaking, grammar, literature and media studies; two credits may be from technical language arts for vocational education students.
27. Must be social studies relating to citizenship with one credit in U.S. Government.
28. For vocational education students two credits may be from practical arts vocational technical courses with predominately math content.
29. Must be chosen from more than one major science.
30. Students must pass an examination on American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the constitutions of the United States and of the state of Illinois, and on the proper use and display of the American flag.
31. New units are proposed only, not adopted.
32. Includes U.S. constitution.
33. Laboratory science.
34. Fourth unit may be English IV, Speech I, Journalism I, Business English, Foreign Language, English as a second language or LEA-developed course.

State	Total Minimum Units Old	Total Minimum Units New	ENGLISH SUBJECTS Title	ENGLISH SUBJECTS Units Old	ENGLISH SUBJECTS Units New	SOCIAL STUDIES SUBJECTS Title	SOCIAL STUDIES SUBJECTS Units Old	SOCIAL STUDIES SUBJECTS Units New	HISTORY SUBJECTS Title	HISTORY SUBJECTS Units Old	HISTORY SUBJECTS Units New	Math Units Old	Math Units New	Science Units Old	Science Units New	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Title	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units Old	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units New
Maryland[35]	20		English/ Language Arts	4		Social Studies a. U. S. History b. Contemporary Issues[36]	3 (1) (1)					2		2		Physical Activity Program[37] Electives	 8	
Maine	0		English	4					American History & Government Maine History	1yr 9wks						Health and Physical Education[38]		
Michigan[39]																		
Minnesota[40]	15		Communication Skills	3		Social Studies	2									Health Physical Education Electives	½ ½ 9	
Mississippi[41]	16		English	3					American History Mississippi History	1 ½		1		1		American Government[42] Civics (State Government)	½ ½	
Missouri[43]	20		Communication Skills	1		Social Studies	1					1		1		Choice from Communication Skills, Social Studies, Math & Science Fine Arts Practical Arts Physical Education Electives	2 2 1 1 11	
Montana[44]	16		Language Arts	4					American History[45] American Government	1 ½		2		1[46]		Health and Physical Education	1	
Nebraska	160 credit hours																	
Nevada[47]	20		English	3					American Government American History	1 1		2		1		Health Education Physical Education Electives	½ 2 9½	

35. Passage of minimum competency exams in reading, writing, mathematics (1984) and citizenship (1985) required.
36. Including local, state and national governments.
37. One or two years of physical activity; total electives are nine if one year of physical education elected.
38. Required courses; no minimum units designated.
39. One semester of civics between grades 9 and 12 is the only requirement.
40. Requirements are for grades 10-12; ninth grade has separate requirements.
41. Graduation requirements under examination by state task force as part of the Mississippi Education Reform Act.
42. Nature and threat of communism taught as part of American government.
43. Passage of tests on the constitutions of the United States and Missouri and on American history and institutions (developed locally) required; state board of education is considering new requirements.
44. Board of public education is examining graduation requirements.
45. Two unit course in American history and American democracy, which includes a study of government, may be substituted for history and government requirement.
46. Laboratory science.
47. Successful completion of the Nevada High School Proficiency Exam in math, reading and writing required.

State	Total Minimum Units Old	Total Minimum Units New	ENGLISH SUBJECTS Title	ENGLISH SUBJECTS Units Old	ENGLISH SUBJECTS Units New	SOCIAL STUDIES SUBJECTS Title	SOCIAL STUDIES SUBJECTS Units Old	SOCIAL STUDIES SUBJECTS Units New	HISTORY SUBJECTS Title	HISTORY SUBJECTS Units Old	HISTORY SUBJECTS Units New	Math Units Old	Math Units New	Science Units Old	Science Units New	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Title	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units Old	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units New
New Hampshire[48]	16	18	English/ Language Arts	4	4	Social Studies	2[49]	2[50]				1	2	1	2	Arts Education Physical Education Electives	0 0 8	1 1 6
New Jersey[51]	92		Communication	4		Social Studies[52]	2					2[53]		1[54]		Fine, Practical or Performing Arts Career Exploration or Development Physical Education	½ ½ 4	
New Mexico[55]		21	Language Arts		4	Social Studies a. U.S. History b. Civics and/or Government		2 (1) (½)					2		2[56]	Fine or Practical Arts[57]		1
New York[58]	16		English	4		Social Studies a. American History	3 (1)					1		1		Health Physical Education[59] Electives[60]	½ 3	
North Carolina[61]	18	20	English	4	4	Social Studies a. U.S. History b. Government & Economics	2 (1) (0)	2 (1) (1)				2	2	2[62]	2[63]	Electives	7	9
North Dakota[64]	17	20	Language Arts[65]	3	4	Social Studies a. World History b. U.S. History	3 (0) (0)	3 (1) (1)				1	2	2	2	Physical Education Driver Education[66] Electives	1 7	1 0 8
Ohio[67]	18		English/ Language Arts	3		Social Studies a. American History b. American Government	2 (½) (½)					2		1		Health Physical Education Electives	½ ½ 9	
Oklahoma	18	20	Language Arts[68]	4	4				American History Oklahoma History World History	1 ½ 0	1 ½ ½	1	2	1	2	Electives	10½	10

48. New requirements under consideration, not adopted.
49. U.S. history required.
50. U.S. and New Hampshire history and government.
51. Minimum requirements expressed as credits; units shown for subject areas are courses. Ninth grade statewide minimum competency tests in reading and math are required; more rigorous testing planned.
52. Social studies is a two year course in U.S. history.
53. Called computation.
54. Natural or physical science required.
55. Effective with 1986-87 graduating class.
56. One unit must be in a laboratory science.
57. Choice of one or a combination of dance, drama, music and visual arts.
58. Board of Regents will act on new requirements in January of 1984 or later; increase in math, social studies, foreign language and science for regents students probable. Students may chose to work for regents diploma; regents students must take examinations.
59. Must be taken every year.
60. Three unit sequence in either science, math, foreign language, visual arts, business, home economics and industrial arts or vocational subjects required.
61. Students required to pass North Carolina Competency Tests in reading and mathematics; new requirements in effect for graduates in 1986-87 school year.
62. One unit in life science or biology.
63. One unit in life science and one in a physical science.
64. New graduation requirements apply to 1986 graduates.
65. One unit of foreign language may be substituted for one unit of language arts.
66. Twenty clock hours under old requirements.
67. All graduates must take three units in any subject area in addition to the three in English language arts.
68. Including reading, English and writing.

State	Total Minimum Units Old	Total Minimum Units New	ENGLISH SUBJECTS Title	ENGLISH SUBJECTS Units Old	ENGLISH SUBJECTS Units New	SOCIAL STUDIES SUBJECTS Title	SOCIAL STUDIES SUBJECTS Units Old	SOCIAL STUDIES SUBJECTS Units New	HISTORY SUBJECTS Title	HISTORY SUBJECTS Units Old	HISTORY SUBJECTS Units New	Math Units Old	Math Units New	Science Units Old	Science Units New	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Title	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units Old	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units New
Oregon[69]	21		Language Arts	3					U. S. History	1		1		1		Global Studies	1	
																Government	½	
																Career Development	½	
																Personal Finance and Economics	1	
																Applied Arts, Fine Arts or Foreign Language	1	
																Health	1	
																Physical Education	1	
Pennsylvania[70]	13	21	English	3[71]	4	Social Studies	2	3				1	3	1	3[72]	Health & Physical Education	0[73]	1
																Arts & Humanities	0	2
																Electives	0	5
Puerto Rico	15		English	3		Social Studies	2					2		2		Spanish	3	
																Physical Education	½	
																Health	½	
																Electives	2	
Rhode Island[74]	16	18	English	4	4	Social Science & History	0	2	U. S. History & Government	1	0	1	3	1	2[75]	Foreign Language	0	2
																Computer Literacy	0	½
																Arts	0	½
																Electives	0	4
South Carolina[76]	18	20	Language Arts	4	4[77]	Social Studies	1	1	U. S. History[80]	1	1	2	3[78]	1	2[79]	Physical Education or ROTC	1	1
						Economics	½	½								Electives	7	7
						Government	½	½										
South Dakota[81]	16	18	Language Arts	4	4	Social Science	2	2				1	2	1	2			
Tennessee[82]	18	20	English Language Arts	4	4				American History	1	1	1	2	1	2	Economics	½	½
																Health Education	½	½
																Physical Education	1	1
																Electives	9	9
Texas[83]	18		English	3					American History	1		2		2		World History Studies or Geography Studies	1	
									American Government	½						Health Education	½	
																Physical Education	1½	
																Electives[84]	6½	

69. Students must demonstrate competence in reading, writing, mathematics, speaking, listening and reasoning; requirements may undergo revision in response to new course requirements for admission to the Oregon state system of higher education.
70. New requirements are proposed, not adopted; units are planned courses (written plans made available to the department of education).
71. One unit may be speech.
72. Three units in science and technology.
73. No units; required to complete planned program.
74. New requirements for college-bound students only; for all students graduation requirements shall be based on clearly identified competencies in reading, writing, speaking and listening, mathematics, reasoning and analysis, and studying.
75. Two units of a laboratory science.
76. New requirements still need approval of the general assembly; effective for graduating class of 1987.
77. Remedial English can fulfill requirement; 50 percent of instructional time, except remedial reading, must be devoted to composition and grammar.
78. One unit can be computer science.
79. One science unit plus six or more in a specific occupational service area fulfills the requirement.
80. Students must pass an examination on the provisions and principles of the United States constitution and American institutions and ideals.
81. Old requirements apply to 1984-86 graduates.
82. New requirements in effect for 1987 seniors; students must pass a proficiency examination (three attempts allowed).
83. Curriculum revision in progress; graduation requirements will be revised; increase in English, math and economics, with an emphasis on the free enterprise system probable.
84. To be chosen from a list of approved subjects and courses.

State	Total Minimum Units Old	Total Minimum Units New	ENGLISH SUBJECTS Title	ENGLISH SUBJECTS Units Old	ENGLISH SUBJECTS Units New	SOCIAL STUDIES SUBJECTS Title	SOCIAL STUDIES SUBJECTS Units Old	SOCIAL STUDIES SUBJECTS Units New	HISTORY SUBJECTS Title	HISTORY SUBJECTS Units Old	HISTORY SUBJECTS Units New	Math Units Old	Math Units New	Science Units Old	Science Units New	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Title	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units Old	FOREIGN LANGUAGES, ART, MUSIC AND OTHERS Units New
Utah[85]	15		Communications[86]	3		Social Studies a. American History & Government	2 (1)					1		1		Economics[87] Health Physical Education Work or service experience[88]	1 ½ 1	
Vermont[89]	16																	
Virginia[90]	18	20	English	4	4	Social Studies a. American Studies b. World Studies c. U. S. & Virginia History d. U. S. & Virginia Government	0 2[91] 1[92] 0 0	3 0 (1) (1) (1)				2	3[94]	1[93]	2[93]	Health & Physical Education Electives[95]	2 7	2 6
Washington[96]	45	48	English[97]	6	9	Social Studies a. U. S. History & Government b. Washington State History c. Contemporary World History, Geography & Problems	5 (2) (1) (2)	7½ (3) (1½) (3)				3	6	2[98]	6[99]	Occupational Education Electives Physical Education	3 26	3 16½
West Virginia	20[100]		English/ Language Arts	4		Social Studies a. U. S. History b. World Cultures c. Economics d. Contemporary America	3 (1) (1) (½) (½)					2		1		Health Education Physical Education Electives[101]	1 1 8	
Wyoming[102]	18																	

85. Requirements being revised; demonstration of functional competencies in reading, writing, speaking, listening, computation processes and structure of democratic governance, consumer of goods and services, and problem solving required.
86. Two units must be in language arts.
87. Education for responsible parenthood may fulfill part of requirements—one-half unit.
88. Credit varies.
89. Student must master basic competencies (reading, writing, speaking, listening, mathematics and reasoning).
90. Demonstration of minimum competencies in reading and math; skills and concepts of citizenship, including knowledge of history and government necessary for responsible participation in American society and the world community and acquisition of knowlege and skills to qualify for further employment or education required.
91. Virginia and U.S. history and government.
92. History and/or geography.
93. Laboratory science.
94. Two credits can be math or science; one unit of the requirement may be met by completing the sequence of courses needed for occupational preparation in one of the following programs: agriculture, business, distribution, health occupations, occupational home economics and trade and industrial education.
95. Chosen from academics, fine arts and vocational education.
96. Three units are equivalent to a one year course.
97. Includes composition, creative writing, literature, speech and drama.
98. Laboratory science.
99. Three credits must be in laboratory science.
100. Fourteen of the twenty units must be taken in grades 10 through 12.
101. At least one of the eight shall be chosen from applied arts, fine or performing arts or second languages.
102. Ability to read, write and compute with proficiency, and an understanding of the process and structure of democratic governance and the free enterprise system must be demonstrated; or completion of remedial programs. LEA determines specific competencies and standards of proficiency.

SEA'S FUNDING PROVISIONS

In this section states were asked what proportion of their discretionary income was committed to the area of humanities instruction, what amounts to pilot programs or special projects in the humanities, and whether they had issued requests for proposals seeking projects in humanities subject areas. In addition, states were asked to list examples of humanities programs they had initiated over the last five years.

Responses to this section of the questionnaire were disappointing. A large number of states did not complete the section's financial portion. Those who did generally provided estimated figures. These brief responses were tied to the state's reporting procedures in their major discretionary program. The largest program was Title IV-C of the Elementary and Secondary Education Act of 1965, in existence until 1981. For Title IV-C funds, states reported results to the federal government by subject areas only as they related to school districts, school populations and by type of grant, *i.e.*, developmental, planning, demonstration, etc. Thus, the files maintained on these programs elicited little information about specific humanities projects. Further, the subject areas, as they were listed in a report of the Department of Education's Division of State Educational Assistance, outlining the operation of Title IV-C for 1980-81, were not easily distinguished according to humanities subjects. There were no subject categories for English, history or foreign languages. There were, however, subject categories for reading, math, language arts, science, social studies, art and music. Except for science and math, humanities programs might have been included, but the listing suggests that basic skills rather than traditional humanities subjects were the intended target for most programs. The most projects, and the greatest amount of funding, were for reading, instructional modes, math and language arts. And even these were smaller than the category "Other," which included school management and multicurricular programs. It is thus difficult to isolate and tabulate programs in humanities instruction. Also, very few states forwarded requests for proposals to local schools specifically in the area of the humanities.

States, both in responding to the questionnaire and during follow-up telephone interviews, did provide information concerning programs that their states had initiated over the last five years. Although the numbers of such programs were not large, they cover the range of humanities subjects and utilize a wide variety of teaching methods. Information gained here, along with materials submitted by states outlining these programs, will form the basis for the Council's catalog of exemplary programs in the humanities.

THE HUMANITIES AND CURRENT EDUCATIONAL TRENDS

This final section of the questionnaire surveyed the opinions of state agency personnel towards the humanities and their assessment of current policies and practices regarding humanities instruction. Respondents were asked their opinion concerning the effects of certain educational developments on humanities instruction.

Identification of these developments was based on discussions with individual SEA personnel, suggestions from advisory committee members and from a review of recent literature on teaching the humanities at the pre-collegiate level. They reflect educational trends over the last twenty years, especially the decade of the seventies, when states were adopting programs emphasizing basic skills and using competency-based criteria to assess student achievement. As is clear from the chart on page 32, questions involved recent social as well as educational developments that have had an impact on the nation's schools. Respondents were asked to assess the effect—negative, positive or neutral—of these developments on the quality of humanities instruction.

Contemporary humanities classroom. Photograph provided by the National School Public Relations Association.

EDUCATIONAL TRENDS

	Negative	Neutral	Positive	Not Applicable	No Change	No Answer
Back to basics movement[6]	50%	21%	32%			
Teaching for standardized testing[1]	43%	46%	13%			
Focus on life competency[2]	18%	43%	41%			
Use of computers for learning[1]	13%	58%	34%			
Growth of course offerings	13%	38%	48%			2%
Emphasis on vocational training[3]	27%	52%	25%			2%
Growth of talented and gifted programs[4]	4%	14%	89%			
Growth of international studies[5]	0%	27%	75%			
Parental involvement in the schools[5]	2%	34%	66%			
Change in class, ethnicity and race of public school population[7]	5%	48%	48%	2%		
Change in class, ethnicity and race of public school teachers[8]	5%	55%	38%	2%	2%	
Growth of junior college system	2%	55%	30%	9%	2%	2%
Reduction in liberal arts requirements for education majors	55%	29%	5%	4%	4%	4%
Arts in general[8]			2%			
Education in language and international studies program			2%			
Arts in education			2%			
Teacher competency testing			2%			
Reduced federal & state revenue	2%					
Decreasing enrollment	2%					
Decreasing funds	2%					
Cut in federal funds	2%					
Reduction of entrance requirements for higher education admission	2%					

Note: Totals greater than 100% due to rounding and double answers.

1. Includes double answer: 1 neg./pos.
2. Includes double answer: 1 neg./neu.
3. Includes double answers: 2 neg./neu.
4. Includes double answers: 2 neu./pos.; 1 neg./neu./pos.
5. Includes double answer: 1 neu./pos.
6. Includes double answers: 2 neg./pos.
7. Includes double answers: 1 neg./pos.; 1 neu./pos.
8. This category and all that follow were suggested by respondents.

Responses to this section of the questionnaire, and especially comments from SEA personnel during follow-up telephone conversations, provided the committee and project staff with more complete information concerning the states' current efforts on behalf of the humanities. In addition, humanities contact persons, who were asked to complete this portion of the questionnaire and who for the most part spoke with staff during follow-up interviews, expressed their opinions concerning what constituted a successful humanities program, the particular difficulties facing their state, and what directions they saw as most appropriate for improving humanities instruction.

Responses to the questionnaire make clear the perceived link between the humanities and gifted and talented programs. Eighty-nine percent of the respondents judged gifted and talented programs as having a positive effect on the advancement of the humanities. The closest positive assessment was 75 percent for international studies, a development in social studies education that some would contend is not a part the humanities. Among those educational trends respondents designated as negative, half identified "back to basics" as negative to humanities instruction, while 55 percent judged a decline in liberal arts requirements for education majors as a negative development. Although it might have been assumed that SEA personnel would have seen an emphasis on vocational training or the growing use of computers as negative factors for the importance of humanities courses, only 13 percent of respondents did so. For vocational education, 52 percent felt its effects were neutral and for computer instruction, 13 percent saw it as having a negative effect while 34 percent saw it as positive.

Follow-up telephone conversations, which normally followed submission of the questionnaire by four to six weeks, posed questions to state humanities contacts centered on the following:

1. Does a greater focus on instruction, even in non-humanities areas, carry with it a positive influence on humanities subjects?
2. Is there a conflict between the public's alleged skepticism concerning the worth of humanities instruction and the positive role of parents in supporting the interests of the humanities in the schools?
3. Do SEA humanities specialists feel rather helpless, being at state departments of education, in furthering effectively humanities instruction in their states?
4. In what ways can CCSSO cooperate with your SEA to strengthen humanities teaching in your state?
5. Other than the problems of inadequate funding and lack of personnel, which are seemingly always with us, are there other fundamental problems to furthering the humanities?

State humanities personnel, when responding to the above questions, expressed opinions concerning the direction of their state's instructional programs, as well as more general opinions concerning the current state of the humanities in public schools. A greater emphasis on instruction from state education agencies is an important step, a majority of those interviewed believed, in enhancing their abilities to further the teaching of humanities subjects. However, SEA personnel stressed the need for specific attention being paid to the humanities. This is essential, they argued, because of strong advocacy for competing areas. Attention is being directed to science and math at both the national and state levels; a bill has recently been passed by the House of Representatives and its passage is under consideration by the Senate for additional appropriations in these areas to states and local districts. A concern with the United State's inability to compete effectively with foreign—especially Japanese—technology has encouraged school administrators to address the need for classes stressing current technology. In addition, the continuing importance of a "back to basics" curriculum has directed administrators and teachers' attention to providing all students with a minimal level of academic competence and has deflected attention from critical reading and analytical thinking skills. Individual respondents did note that a significant problem was the public's lack of awareness about current humanities courses in the public schools. Again, much of this came from inadequate understanding that English, history and foreign languages, as well as courses entitled the "humanities," constituted humanities subjects.

Project staff, when evaluating preliminary figures, noted an inconsistency between respondents' negative assessments of the public's interest in the humanities and their positive assessment of the role of parents in sustaining humanities teaching within the schools. Staff questioned why, if the public were perceived as lacking appreciation for the humanities, did 66 percent of respondents view parental involve-

ment in the schools as positive? SEA personnel saw no conflict in this assessment. They contended, via the telephone, that the public and parents were not interchangeable terms, and that only a minority of the population had children in public schools. Further, respondents noted that parents actively involved in the schools were disproportionately middle class and educated and were thus more apt to have a commitment to the humanities than the general public. The minority who disagreed with these views stressed two points: the public's view of the humanities was not as dismal as is often thought and parents who involve themselves in schools care little about instruction, but rather focus on special populations among students.

During telephone interviews, about half of the respondents believed they were capable of significantly improving humanities instruction in their state working from their position within an SEA. Those who saw themselves as being effective stressed their ability to influence curriculum development and teaching through the production of materials and the presentation of workshops; they emphasized the need to suggest rather than to dictate (or appear to dictate) need for change. States where SEA personnel believed their efforts most effective were either smaller states where the staff could become more easily acquainted with teachers or states where the department of education had significant instructional responsibility. State humanities specialists noted the importance of teacher organizations within humanities subjects in facilitating their efforts with teachers. They saw less to be gained from humanities professional societies and were more apt to belong to professional organizations directed to the needs of the public schools: state affiliates of the National Education Association or the Association for Supervision and Curriculum Development.

State specialists who discussed their limitations in improving humanties instruction, noted the greater difficulty in working with humanities teachers because their courses lack the structural unity of math and science classes. The public's perception of the humanities as a subject appropriate for wealthier suburban areas also makes it more difficult for SEA personnel to argue their general importance. No discrete funding for the humanities harms efforts as well; states commit few funds for any type of innovation or expansion in humanities teaching, while federal monies normally go to support an art or music consultant or for computer-based instruction. Finally, difficulties arise from the lack of an agreed-upon definition of the humanities when instructional specialists from state departments work with local principals and superintendents concerning their curricula.

Respondents did not agree completely on what the Council of Chief State School Officers could do as an organization to improve humanities instruction within the states. However, they made a number of individual suggestions, some of which reflected a lack of clear understanding of the nature of our current project.

1. CCSSO should provide guidance in the writing of humanities grant applications especially for classroom teachers who have difficulty with the complexity of such forms. Teachers particularly need help with NEH and state humanities councils applications.
2. The project's staff and advisory committee should assist SEA personnel in developing arguments about the worth of humanities instruction, focusing on its practical application and on an education stressing an appreciation of life-long learning and the needs of graduates in their non-working hours.
3. CCSSO should provide SEA staff with information about what is happening in the humanities in different geographical regions and inform them of other SEA specialists who are involved with exemplary projects.
4. CCSSO should establish regional conferences about specific humanities subjects to aid both SEA personnel and teachers in discovering the best and most current research and knowledge in the various humanities disciplines.
5. Because the views and initiatives of chief state school officers are important for a state agency to focus more attention on areas of instruction, the Council should encourage chiefs to accept the importance of the humanities and to enable their staffs to carry forward that conviction.

Many of the suggestions made by SEA humanities contact persons were predicated upon CCSSO's project on the humanities continuing as a clearinghouse for information concerning pre-collegiate instruction, and as an intermediary among state agency efforts in behalf of the humanities. Although states were interested in receiving reports of the Council's survey on the humanities, respondents remembered earlier, short-lived initiatives in the humanities (particu-

larly during the 1960s) that increased enthusiasm for those subjects but had little lasting effect. Other respondents noted the importance of having attention focused on the humanities at the national level, something not generally common among educators. Respondents made their most wide-ranging comments concerning the difficulties their states faced in improving humanities instruction. In referring to this issue, they related the humanities to general educational trends, to the financial and structural limitations inherent in an SEA, and to the most effective means to present the humanities to local teachers and administrators.

A number of state personnel stressed the growing importance of computers in classroom teaching and the need to deal seriously with the relationship between humanities scholarship and current efforts toward technological innovation. Those speaking to this issue felt quite strongly about it, contending that the humanities ignore such developments at their own peril. Respondents stressed most often, however, the problems centered upon the issue of definition. Discussions with local school officials have convinced SEA personnel that there is a general confusion over the term, "humanities" and that problems arise over its vagueness and lack of clarity. Many in the public schools unfamiliar with the humanities view values clarification as a synonymous term. In order to be effective with local administrators and members of school boards, it is important to have solid arguments concerning the nature and the essential place of the humanities in the secondary curriculum.

Their focus on definition included a desire to correct the public's misconceptions concerning the humanities. One means was to make clear that subjects such as English and history, which people see as mainstays of the public school curriculum, are simply a part of the humanities. Further, educators must demonstrate that preparing children by the acquisition of basic skills, while an important and primary goal, is not all that is required for a good education. Too great an emphasis on basic skills can overlook the significant educational goals of evaluation and judgment or lead, for example, to history being reduced to dates and events while more complex questions of causation are slighted.

The views of SEA personnel reveal both the current understanding of what constitutes humanities instruction at the elementary and secondary level and suggestions about how CCSSO, and this project specifically, can work to improve teaching by bringing together state education agencies, local principals and superintendents, and the classroom teacher. Some of these suggestions are obviously beyond the purview of this project, but in working with state education agencies, we can suggest where state support could make significant difference in curriculum reform, such as developing a humanities core. We can work with state administrators encouraging them to discuss the importance of the humanities to principals and administrators, and especially emphasizing its central importance to the pursuit of excellence and to instruction in the public schools over the next decade.

RECOMMENDATIONS

RECOMMENDATIONS FOR STATE EDUCATION AGENCIES:

1. Each state education agency should develop a set of policies, procedures, and organizational structures to further humanities instruction based upon the realization that the humanities seldom constitute an integral unit within the agency's structure or within elementary and secondary curricula generally.

2. Each state education agency should encourage the establishment of a core of common learning including the humanities, as well as mathematics and science.

3. Each state should aid local school districts in assessing current humanities textbooks, to support efforts to encourage the production of better quality texts; and to provide supplementary materials, including original literary or historical sources to accompany the classroom textbook.

4. Chief state school officers and their staffs should discuss the importance of the humanities with superintendents' and principals' organizations and should cooperate with their efforts in implementing state and local policies regarding humanities teaching.

RECOMMENDATIONS FOR THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS:

1. The Council of Chief State School Officers should hold a national meeting on the humanities for their membership to enable them to discuss and formulate policies that can in turn be implemented by their state education agencies.

2. The Council of Chief State School Officers should conduct six regional conferences on the humanities for each SEA to send representatives in order to carry out the recommendations agreed upon at the chiefs' national meeting.

3. CCSSO, building upon the assessments of SEA personnel, should work with computer and instructional specialists to determine the utility of current computer technology for the presentation of humanities materials within the classroom.

4. CCSSO should initiate joint projects with the National Association of Secondary School Principals to encourage state education agencies and local school administrators to work together more effectively to further the humanities.

GENERAL RECOMMENDATIONS OF THE HUMANITIES ADVISORY COMMITTEE:

1. State education agencies, in cooperation with CCSSO and state and national humanities institutions, should establish a network among local subject area supervisors, state humanties specialists and humanities teachers that will systematically pursue the improvement of humanities instruction.

2. State education agencies should cooperate closely with their state humanities council in developing projects that can combine the educational needs of students and the humanities goals of state-based NEH programs.

3. State education agencies should encourage closer relationships between the community and the schools by encouraging local school districts to teach humanities courses in evening high schools and to include groups of citizens—senior citizens in particular—in classes that will blend the intellectual interests of persons across generations.

4. The National Endowment for the Humanities should continue its committment to the needs of the public schools, and humanities scholars in general should give greater attention to precollegiate instruction when discussing the humanities, defining their general outline, and even when pursuing individual scholarship.

5. Higher education organizations should make a more concerted effort to encourage secondary school teachers to join and should provide services of special worth to teachers in order to foster greater cooperation among professional societies and teacher organizations pursuing humanities teaching and scholarship at the elementary, secondary and higher education levels.

6. State education agency humanities personnel, the National Endowment for the Humanities and humanities scholars should cooperate in developing a working definition of the humanities that can be easily adapted to elementary and secondary education.

APPENDIX

QUESTIONNAIRE

Definition of the Term "Humanities"

The humanities are committed to encouraging "insight, perspective, critical understanding, discrimination, and creativity," as the general educational goals to be pursued in the following subjects. The "Humanities" can only be defined in broad outline; at their most basic they are the study of languages, literature, history, philosophy, musicology, and art history and criticism. For the elementary level these areas would normally be taught within the following subjects: language arts, reading, social studies, music and art. At the secondary level they would fall under English, social studies, foreign languages, art and music. Most centrally, the humanities focus on the culture, understanding and feelings of human experience, for which they provide not precise answers but a richer sense of questions and possibilities.

This general discussion of the humanities is not intended as definitive and is provided only as guidance for completing this questionnaire. It is included so that we can gather consistent data no matter how your state defines the humanities and no matter how it organizes responsibility for humanities instruction in your SEA.

A. STRUCTURE OF STATE EDUCATION AGENCY: If your humanities subjects differ from those listed in our definition, you can so indicate in question 4 of this section.

1. Does your state have a unit for the humanities within its organizational structure?

2. If your answer to question 1 is yes, what subjects are included within the humanities?

3. Does your state agency employ instructional specialists responsible solely for the following subject areas or does it employ generalists whose duties include responsibility for these subject areas? Please indicate the number of individuals and the percentage of their time devoted to the following subject areas.

a. English
b. History
c. Other social studies
d. Foreign languages
e. Art
f. Music

4. If none of the above accurately describes your state agency's division of responsibility for humanities instruction, please describe that structure:

B. GOALS: In this section we are most interested in discovering how the humanities fit into your state's general educational goals.

1. Does your state have general educational goals established by the state board of education?

2. Does your state have general educational guidelines distributed by the chief state school officer to local educational authorities?

3. Has your SEA developed guidelines for instruction in the general area of the humanities?

4. Has your SEA developed guidelines for instruction in the following subject areas within the humanities?

a. English
b. History
c. Other social studies
d. Foreign languages
e. Art
f. Music

5. If your state has developed instructional guidelines for the humanities in ways different from those listed in questions 1-4, please explain:

C. CURRICULUM: Here we are gathering more specific information about your course offerings, requirements and curricular guidelines for humanities subjects, especially particular directives, guidance materials or supplementary materials that states distribute to local districts.

1. Does your SEA provide curricular guidelines and supplementary instructional materials for: (1) a program or course entitled, "humanities," or (2) any of the subjects listed below?

a. Humanities (elementary)
b. Humanities (secondary)
c. English
d. History
e. Other social studies
f. Foreign languages
g. Art
h. Music
i. Other (specify)

2. Does your SEA stipulate particular skills to be mastered under (1) the general area of the humanities (2) within any of the following subject areas?

a. Humanities
b. English
c. History
d. Other social studies
e. Foreign languages
f. Art
g. Music
h. Reading comprehension (elementary)
i. Reading comprehension (secondary)
j. Science
k. Mathematics

3. Has your state board of education adopted a plan for a competency-based educational program?

a. If yes, is the general area of humanities included within it?
b. If yes, please check any of the following subjects that are specifically included: English, History, Other social studies, Foreign languages, Art, Music.

4. Does your SEA mandate instruction for the LEAs in any of the following areas?

a. English or language arts
b. History
c. Other social studies
d. Foreign languages
e. Art
f. Music

D. TESTING: We would like to determine the kinds of examinations administered at the state level and the attention given to the humanities in these tests. We are particularly interested in determining whether statewide testing is primarily focused on basic competencies rather than on higher level skills taught in most humanities subjects.

1. Does your state administer any of the following types of examinations? Please provide the name of the test and the date it was initiated.
   a. Statewide Competency-based
   b. National Standardized
   c. Other (specify)
   d. None

2. Is the primary purpose of this examination to determine minimum skill levels?

3. Does your state administer specialized humanities examinations (e.g., tests on federal or state constitution, U.S. or state history, etc.)?

4. Indicate each area and grade level in which your state administers statewide, standardized, or other examinations. For grade levels 1-6, subjects: Language arts, Reading, History, Other social studies, Art, Music, Math and Science. For grade levels 7-12, subjects: English, History, Other social studies, Foreign languages, Art, Music, Math and Science.

E. TEXTBOOKS: We are interested in determining if your state has a statewide textbook adoption policy or if the selection of textbooks is left to the LEAs.

1. Does your state have a textbook adoption policy? (If yes, please submit current lists for humanities subject areas.)

2. If your state does not have a textbook adoption policy, do you provide any type of guidance to local districts for purchasing textbooks?

3. If your state does not have a textbook adoption policy, do you have textbook guidelines for the humanities subject areas?

F. GRADUATION REQUIREMENTS: Please answer the sections below whether or not your state has specific statewide graduation requirements. For question 2, if your state has no graduation requirements, please respond in terms of general educational trends.

1. Does your state have any statewide graduation requirements?

2. Indicate the degree of change (increase, decrease, no change) in the following over the last decade:
   a. Number of social studies units
   b. Number of history courses within social studies units
   c. Number of foreign language courses
   d. Number of English units
   e. Number of literature courses within English units
   f. Number of composition or grammar courses within English units

G. SEA's FUNDING PROVISIONS: We are interested in determining how your state agency spends its discretionary income and to what extent that income is committed to the area of humanities instruction.

1. What percentage of your SEA's discretionary funds (either federal or state) over the last five years has been committed to the following areas? If available, please provide dollar amounts.
   a. Humanities instruction generally
   b. Pilot projects or special programs in the humanities subject areas

2. Has your state issued requests for proposals or other financial directives to LEAs asking them to submit proposals or projects for funding in humanities subject areas?

3. Please list examples of programs in humanities subjects that your state agency initiated over the last five years.

H. EDUCATIONAL DEVELOPMENT: This section should be completed by the humanities contact person.

1. Please indicate what you consider to be the effects (negative, neutral or positive) of the following developments on the quantity and quality of humanities instruction in the elementary and secondary curriculum.
   a. "Back to basics" movement
   b. Teaching for standardized testing
   c. Focus on life competency
   d. Use of computers for learning
   e. Growth in course offerings
   f. Emphasis on vocational training
   g. Growth of talented and gifted programs
   h. Growth of international studies
   i. Parental involvement in the schools
   j. Changes in class, ethnicity and race of public school population
   k. Changes in class, ethnicity and race of public school teachers
   l. Growth in junior college system
   m. Reducation in liberal arts requirements for education majors
   n. Other (specify)

2. Do you feel that formulation of new policies at the state level will lead to improved humanities instruction in your state?

If yes, what policy changes would you suggest?

3. What do you see as the major difficulties to be faced in improving humanities instruction within in your state?

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